



LEARNING SCENARIO AS AN ASSISTING STRATEGY IN OBSERVATION BASED-MICROTEACHING CLASSROOM

Rismiyanto

ristyasila@yahoo.com

English Education Department
Teacher Training and Education Faculty
Muria Kudus University

Abstract

Teaching is an art of setting of performing learning process for the sake of transferring knowledge to learners. For it is an art, composing aesthetic state and sense of comfort for those involved in the learning process is gently required. Such a kind of effort needs continuously implementing by rehearsal and training of performing learning process. This is then realized in what so called Microteaching.

Microteaching, as an organized practice teaching, is to give instructors confidence, support, and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. Microteaching is a quick, efficient, proven, and fun way to help teachers get off to a strong start.

Students at English Education Department still frequently find problems in conducting microteaching practice. The problems might be they are not able to keep teaching as long as the time provided. Therefore, they are not practicing optimally since they frequently have no idea about what to do next. Most of them choose to just end their microteaching practice.

As far as I have been observing the students in microteaching practice, I have already tried to apply several strategies to eliminate those problems. Recently, I apply to combine lesson plan and learning scenario to cope with those problems. Although I have not experimented this in a formal research, I strongly believe that learning scenario beneficially assist students to have better microteaching practice.

Keywords: learning scenario, assisting strategy, observation based microteaching classroom

Introduction

Teaching is a kind of skill a teacher has to master well. To achieve a predicate as an advanced teacher, important phases need passing and gaining. One of the phases is a frequently done activity in term of an organized practice teaching when student teachers/prospective teachers go to the teaching practice in front of the real students at the real schools. The phase is microteaching.

Microteaching is a scaled-down, simulated teaching encounter designed for the training of both pre-service and in-service teachers. Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject. Microteaching helps teachers improve both content and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting, effective reinforcement techniques, and introducing and closing lessons effectively. Immediate, focused feedback and encouragement, combined with the opportunity to practice the suggested improvements in the same training session, are the foundations of the microteaching protocol.





Since microteaching is an important phase to be an advanced teacher, student teachers must do their best to perform it. In facts, as far as I have been observing the student teachers in microteaching classroom, problems still occur through their microteaching practices. The problems deal with technical and non-technical ones; those of language instruction, material mastery and delivery, classroom management, time allocation, use of media or technique of learning, as well as doing apperception.

Those problems might be effectively eliminated by detailing all learning steps student teachers do in lesson plan and learning scenario as well. I have already informally conducted an experiment in this case. Student teachers in my microteaching classroom seem to significantly achieve better progress in performing microteaching practice after they prepared not only lesson plan but also learning scenario.

Literature Review

Microteaching

Microteaching is a training technique whereby the teacher reviews a videotape of the lesson after each session, in order to conduct a "post-mortem". Teachers find out what has worked, which aspects have fallen short, and what needs to be done to enhance their teaching technique. Invented in the mid-1960s at Stanford University by Dr. Dwight Allen, micro-teaching has been used with success for several decades now, as a way to help teachers acquire new skills.

In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been her own students. This was videotaped, using VHS. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Seeing the video and getting comments from colleagues and students provided teachers with an often intense "under the microscope" view of their teaching.

Micro lessons are great opportunities to present sample "snapshots" of what/how you teach and to get some feedback from colleagues about how it was received. It's a chance to try teaching strategies that the teacher may not use regularly. It's a good, safe time to experiment with something new and get feedback on technique.

Purpose

Getting in front of students is a trying experience for a budding teacher. One may earnestly try to prepare him or herself: read books about teaching methods, attend lectures and take courses on didactics. Yet, in theory everything seems much simpler than in practice. The complexity of a teaching situation can be overwhelming. To deal effectively with it, teachers must not only have a good knowledge of the subject in hand, but also some communication skills such as ability to observe, supervise, lead a discussion and pose questions.

Furthermore, a teacher should be aware of how students perceive him or her. This perception is sometimes quite different from the teacher's self-image. It is difficult to self assess one's own abilities and we benefit from colleagues' feed back to recognize our strength and identify areas for possible improvement.

Evaluation of teaching by students is becoming a common practice, and a constructive feedback could be an effective way to improve one's rating as a teacher. Even the experienced educators may sometimes reflect about strengths and weaknesses of their teaching style.

A microteaching session is a chance to adopt new teaching and learning strategies and, through assuming the student role, to get an insight into students' needs and expectations. It is a good time to learn from others and enrich one's own repertoire of teaching methods.





A microteaching session is much more comfortable than real classroom situations, because it eliminates pressure resulting from the length of the lecture, the scope and content of the matter to be conveyed, and the need to face large numbers of students, some of whom may be inattentive or even hostile. Another advantage of microteaching is that it provides skilled supervisors who can give support, lead the session in a proper direction and share some insights from the pedagogic sciences.

Lesson Plan

A lesson plan is a [teacher's](#) detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of children. There may be requirements mandated by the school system regarding the plan.

A well-developed lesson plan reflects the interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students.

Secondary English program lesson plans, for example, usually center around four topics. They are literary theme, elements of language and composition, literary history, and literary genre. A broad, thematic lesson plan is preferable, because it allows a teacher to create various research, writing, speaking, and reading assignments. It helps an instructor teach different literature genres and incorporate videotapes, films, and television programs. Also, it facilitates teaching literature and English together. Similarly, history lesson plans focus on content (historical accuracy and background information), analytic thinking, scaffolding, and the practicality of lesson structure and meeting of educational goals. School requirements and a teacher's personal tastes, in that order, determine the exact requirements for a lesson plan.

Unit plans follow much the same format as a lesson plan, but cover an entire unit of work, which may span several days or weeks. Modern constructivist teaching styles may not require individual lesson plans. The unit plan may include specific objectives and timelines, but lesson plans can be more fluid as they adapt to student needs and learning styles.

Setting an objective

The first thing a teacher *does* is create an objective, a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. Harry Wong states that, "Each [objective] must begin with a verb that states the action to be taken to show accomplishment. The most important word to use in an assignment is a verb, because verbs state how to demonstrate if accomplishment has taken place or not."^[5] The objective drives the whole lesson, it is the reason the lesson exists. Care is taken when creating the objective for each day's lesson, as it will determine the activities the students engage in. The teacher also ensures that lesson plan goals are compatible with the developmental level of the students. The teacher ensures as well that their student achievement expectations are reasonable.^[3] Selecting lesson plan material

A lesson plan must correlate with the text book the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate book for the students.^[3]





Types of Assignments

The instructor must decide whether class assignments are whole-class, small groups, workshops, independent work, peer learning, or contractual:

- Whole-class—the teacher lectures to the class as a whole and has the class collectively participate in classroom discussions.
- Small groups—students work on assignments in groups of three or four.
- Workshops—students perform various tasks simultaneously. Workshop activities must be tailored to the lesson plan.
- Independent work—students complete assignments individually.
- Peer learning—students work together, face to face, so they can learn from one another.
- Contractual work—teacher and student establish an agreement that the student must perform a certain amount of work by a deadline.^[3]

These assignment categories (e.g. peer learning, independent, small groups) can also be used to guide the instructor's choice of assessment measures that can provide information about student and class comprehension of the material. As discussed by Biggs (1999), there are additional questions an instructor can consider when choosing which type of assignment would provide the most benefit to students. These include:

- What level of learning do the students need to attain before choosing assignments with varying difficulty levels?
- What is the amount of time the instructor wants the students to use to complete the assignment?
- How much time and effort does the instructor have to provide student grading and feedback?
- What is the purpose of the assignment? (e.g. to track student learning; to provide students with time to practice concepts; to practice incidental skills such as group process or independent research)
- How does the assignment fit with the rest of the lesson plan? Does the assignment test content knowledge or does it require application in a new context?

Learning Scenario

Most course heads provide microteachers with scenarios to prepare in advance. If not, think of a few minutes of material that you *especially would like to make sure your students understand* by the end of your next class. As always, you should not only plan out how to treat the subject matter, but also give some thought to how you are going to present yourself, manage the class, and involve the students. There are, of course, many different ways of teaching a given lesson well. That is why participants find that, along with what they learn from their own experience practice teaching, they can also pick up many helpful ideas from observing fellow microteachers.

Pedagogical scenarios combine learning with digital media and are used when complex learning performance is required and pupil-centred teaching is the focus of attention. The term is derived from *scaenarius* – Latin and means belonging to the stage—it is referring to the stage draft of a theatre play in Roman times. According to this original meaning a certain scenario can be compared with a script for a play. The script embraces all roles, requisites and sequences as well as the intentions and interests of the respective authors, directors, artistic directors and the audience. A script always defines the structure in terms of time, space and content which provides the setting for the actors. As the different stakeholders interpret the same play or script differently – as different the performances will be. In the same way, it should be possible for interested teachers to use a learning scenario for different learning situations and processes.





Characteristics of a Learning Scenario

- It consists of a written draft of a teaching project and
- serves as a clarification and communication for third parties.
- to work out a pedagogical scenario that helps to deal with all relevant dimensions in which such a scenario is integrated.
- Every scenario consists of different didactical interactions. Scenarios are part
- of the didactical level of teaching units, their active learning time can last
- several minutes or hours.

Microteaching at English Education Department Teacher Training and Education Faculty Muria Kudus University

Microteaching is one of the series teaching courses at English Education department Teacher Training and Education Faculty Muria Kudus University. It is to support the student teachers' readiness to have teaching practice. Microteaching, a 6 credit course, supported by pre-requisite courses; *Speaking for Instructional Purposes* dealing with teaching skills, classroom management, and classroom language; *Curriculum and Material Development* concerning with mapping curriculum into syllabus, and designing lesson plan.

Student teachers have to do several steps of activities in Microteaching classroom:

1. preparing lesson plan
2. practicing microteaching three times; each practices for 20 minutes
3. being co-observers to their peers
4. commenting and evaluating their peers' practices

The practical implementation of Microteaching is detailed:

First Practice

Student teachers do microteaching practice in front of their peers for 20 minutes. Their practice is based on their lesson plan. I together with student observers observe their practice and finally give comment to the practices. The student teachers have to revise their lesson plan.

Second Practice

Student teachers do microteaching practice in front of their peers for 20 minutes. Their practice is based on their revised lesson plan. I together with student observers observe their practice and finally give comment to the practices.

Third Practice

Student teachers do microteaching practice in front of their peers for 20 minutes. Their practice is based on their new lesson plan (not the first or second lesson plans), and their learning scenario. I together with student observers observe their practice and finally give comment to the practices.

Opinion Practical Impact

First Practice

Problems:

- Many student teachers can not allocate time provided (20 minutes) well; most of them spent less than 20 minutes
- Some suddenly stop in the middle of the practice; have no idea to go next
- Many cannot practice based the learning steps already designed in the lesson plan





Second Practice

Problems:

- Some student teachers still can not allocate time provided (20 minutes) well;
- Most student teachers can practice based the learning steps already designed in the lesson plan

Third Practice

Student teachers do microteaching practice in front of their peers for 20 minutes. Their practice is based on their new lesson plan (not the first or second lesson plans), and their learning scenario. Problems in first and second practices are significantly eliminated. Problems still found is that few students practice microteaching as if they memorized script/learning scenario.

Conclusion

Learning scenario is then so much assisting student teachers in practicing microteaching. They get more fluent and matched with every points of teaching planned in the lesson plan. They can eventually cope with the problems of language instruction, material mastery and delivery, classroom management, time allocation, use of media or technique of learning, as well as doing apperception.

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